

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDUC 641 Sociocultural Contexts of Language and Learning**

**Fall 2005**

**CRN 41341**

**Wednesdays / 5:15 – 8:15pm**

**UH 442**

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

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**COURSE DESCRIPTION**

This course explores the theoretical, empirical, pedagogical and sociocultural issues inherent in schooling contexts where multiple languages and cultures exist. Topics include the examination of home, community and school cultures; issues of bilingualism; and instructional contexts which relate to literacy and learning. It explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for students who are first and second language learners, and the implications of such instruction.

**Course Objectives**

The purpose of this course is to:

- Explore home, community and school cultures.
- Research issues of bilingualism and multilingualism.
- Understand and develop instructional contexts which relate to literacy and learning.

**GENERAL CONSIDERATIONS**

**Outcomes and Standards**

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Academic Honesty**

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

## **COURSE REQUIREMENTS**

*NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.*

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

### **Required Texts**

Perez, B. (2004). *Sociocultural Contexts of Language and Literacy*, 2<sup>nd</sup> Edition. Mahwah, NJ: Lawrence Erlbaum Associates.

Philips, S. (1983). *The Invisible Culture: Communication in classroom and community on the Warm Springs Indian Reservation*. Prospect Heights, IL: Waveland Press, Inc.

### **Grading Policy**

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. Written assignments will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.) and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). All assignments should reflect graduate level composition and use APA format.

The following grading scale will be used:

92 – 100	A;	82 – 87	B;
90 – 91	A-;	80 – 81	B-
88 - 89	B+;	79 – below	Failing

## **COURSE REQUIREMENTS**

- 1. Attendance and Class Participation **20 points****  
You are expected to attend all class sessions and participate actively in discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. ***Missing more than one class session will result in the reduction of your grade.*** Being consistently late and/or leaving class early can also lower your grade.
- 2. Discussion Leader **20 points****  
Individually or in pairs, students will lead a class discussion on an article, book chapter, research report, etc. focusing on the sociocultural context of language, language use, and/or learning. Students can choose the aspects they wish to highlight in the readings for the discussion, as well as the format for presenting the reading. (approx. 30 minutes).  
**DUE: Throughout the semester**
- 3. Essay: What is language? **10 points****  
For this assignment you will attempt to define language on both a theoretical and a personal level. This is an opportunity for you to express your personal feelings, but also to synthesize and discuss some of the readings that relate to language and literacy, as well as contexts at your school site. The following questions may help you focus your thoughts or you can pose and respond to your own questions about language:
  - How would you define language?
  - Can you define language out of context?
  - How is language affected by the social context?
  - What kinds of contexts affect language?
  - What is a language variety?
  - What is a dialect?
  - How does a particular language's prestige affect its learning and usage?
  - What is the relationship between language and self esteem?
  - Is there language without thought?**DUE: Session 4**

4. **Organizational Framework for a Literature Review** **50 points**  
Using the annotated bibliographies collected in EDUC 602, and the articles, book chapters, research reports presented in class, you will analyze the resources and identify themes. As themes emerge, you will begin to organize resources you will use in a Literature Review. Students will write a minimum 8-10 page paper focusing on 2-3 of the themes identified, and that can become sections of the literature review of your thesis or proposal. All papers must be APA-formatted, and resources cited according to APA criteria. In class, we will review drafts of your paper in pairs and/or small groups beginning on Session 12.  
**DUE: Session 15**

### Session 1: Course Overview / Definition of Terms

Course Overview  
Definition of Terms  
    Sociocultural Contexts of Learning  
    Language Diversity  
Language Structure  
    Phonology, Morphology, Semantics, Discourse, Communication

Assignments DUE Session 2:  
Define “they” at your school. Record the language used to describe “them,” and who used the language (i.e. students, teachers, parents, school personnel, etc.)

*Read:*

Perez:            Chapters 1, 2 & 3

### Session 2: Theoretical Perspectives of Language and Literacy

Discussion of the Readings  
What is Language?  
    In groups, begin to respond to questions for the assigned essay

*Reading Assignment for Session 3:*

Phillips:        Introduction, Chapters 1 & 2

### Session 3: First and Second Language Acquisition

Discussion of Readings  
First and Second Language Development  
    Historical, Psychological, Sociocultural, Pedagogical and Political Factors  
English Only / English Plus

*Assignments DUE Session 4:*

What Is Language? Essay

*Read:*

Phillips:        Chapters 3, 4 & 5

#### **Session 4: Language and Literacy Acquisition in Diverse Communities**

Discussion of Readings  
Analysis of What is Language? Essays  
    Commonalities / Differences  
    What is missing from our definitions?  
Theories and Methods of Bilingual / Multilingual Education

*Assignments DUE Session 5:*  
Bring a content area lesson to class.

*Read:*  
Philips:            Chapters 6, 7 & 8

#### **Session 5: Language and Literacy Acquisition in Diverse Communities**

Discussion of the Readings / Presentation of Articles  
Cultural and linguistic backgrounds of English learners in California  
Instructional Methods for English Learners

*In-class assignment:*

In groups, analyze content area lessons (English Language Arts, Social Studies, Math or Science). Use the following questions as a basis for your analysis:

- Is the lesson designed to teach content and language?
- What activities are incorporated into the lesson to accommodate for English learners' proficiency levels?
- How are students' cultures and/or home languages acknowledged?
- Is the assessment aligned with the content and language objectives?
- Is the assessment equitable for English learners?

What modifications will you make to the lesson so that the above questions are addressed?

*Reading Assignment for Session 6:*  
Perez:            Chapter 4

#### **Session 6: Language and Literacy Acquisition in Diverse Communities**

Discussion of the Readings / Presentation of Articles

*Reading Assignment for Session 7:*  
Perez:            Chapters 5 & 6

#### **Session 7: Language and Literacy Acquisition in Diverse Communities**

Discussion of the Readings / Presentation of Articles  
Identity and Language  
Language Boundaries in Schools

*Assignments for Session 8:*  
Gather information on students in your class – primary languages, languages spoken at home, how they communicate with their peers

*Read:*

Perez: Chapters 7 & 8

### **Session 8: Language Diversity and A Social Justice Curriculum**

Discussion of the Readings / Presentation of Articles

*In-class Assignment:*

Background knowledge

- What do you know about your students' prior content knowledge (in any language) and language proficiency skills (L1 and L2)?
- What do you know about your students' lives, families, communities, cultures, histories that you can incorporate into your pedagogy / curriculum?
- What do you know about your students' learning styles?
- Write a plan for how you will transform your teaching with the knowledge of your students' backgrounds – prior knowledge and cultures.

*Reading Assignment for Session 9:*

Perez: Chapters 9 & 10

### **Session 9: Language Diversity and A Social Justice Curriculum**

Discussion of the Readings / Presentation of Articles

Teaching Scenarios

Classroom activities that value students' cultures and languages

*Assignment for Session 10:*

Perez: Chapters 11 & 12

### **Session 10: Language Diversity and A Social Justice Curriculum**

Discussion of the Readings / Presentation of Articles

The Politics of Language

English as the Official Language

Canadian and European Examples of "Official" Languages

### **Session 11: Research Week**

You should use this time to gather resources (from the EDUC 602 Annotated Bibliography assignment, from this class and other relevant resources) that you will use in your Organizational Framework for A Literature Review

*Assignment for Session 12:*

Bring your resources for your Organizational Framework

### **Session 12: Critical Analysis of Our Work**

Organizational Framework

- In small groups, work on organizing annotated resources (from EDUC 602), and other resources collected into common themes.
- Begin writing literature review based on common themes.

*Assignment for Session 13:*

Bring a draft of one section of your Organizational Framework for a Literature Review

**Session 13: Critical Analysis of Our Work**

In small groups, edit drafts of writing

Use APA Style Manuals to format writing, citations, and references

*Assignment for Session 14:*

Bring your revised draft of one section of your Organizational Framework for a Literature Review

**Session 14: Critical Analysis of Our Work**

Using examples of Literature Reviews provided, work in pairs to analyze and improve upon students' work

*Assignment for Session 15:*

Final Assignment / Presentations of Our Work

**Session 15: Final Presentations**

Final Presentations: Organizational Frameworks for a Literature Review  
Course Evaluations

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>I.</b> Language Change		<b>C.</b> How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>A.</b> Concepts of cultural contact
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>B.</b> Stages of individual cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>C.</b> The dynamics of prejudice
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>D.</b> Strategies for conflict resolution
<b>E.</b> Political factors affecting first- and second- language development	<b>E.</b> Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and Immigration